

Michigan Interim Assessments

Michigan School Testing Conference
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Michigan Department of Education



Comprehensive Balanced Assessment System

Aligned to Content Standards

- ▶ MME/M-STEP – Summative
Did students learn what they should have?
- ▶ Interim Assessments – Pre/Post
Are students on track for proficiency?
- ▶ Classroom Assessment Practices – Formative
How can we help students learn more?

MI Interim Assessments Overview

- ▶ Kindergarten through High School
- ▶ Funded through State School Aid Act appropriation
- ▶ Focus on grade levels and core content areas
- ▶ Optional assessment program for MDE/DAS

MI Interim Assessments Overview

- ▶ Grades K – 2: ELA and Mathematics
- ▶ Grades 3 – 7: Science
- ▶ Grades 3 – 8: Social Studies
- ▶ High school: Michigan Merit Curriculum credit assessments in:
 - Science
 - Biology
 - Chemistry
 - Physics
 - Earth Science
 - Social Studies
 - US History & Geography
 - World History & Geography
 - Economics
 - Civics

MI Interim Assessments (continued)

Michigan Interim Assessments aligned to:

- ▶ K – 2: Michigan's standards in ELA and Math
- ▶ GLCEs/HSCes: Science and Social Studies
 - Michigan is involved in groups working on new science and social studies standards
 - Next Generation Science Standards
 - College, Career, and Civic Life (C3) Standards - Social Studies
- ▶ High School ELA and Math: Michigan's standards

MI Interim Assessments (continued)

Operational Use *ready and projected*

- ▶ Fall 2015 K-2 ELA and Math

Operational Use *ready but hope dwindling*

- ▶ Fall 2015 HS Social Studies and Science

Operational Use *almost ready, requires more FT*

- ▶ Fall 2016 Grades 3-7 Science and Grades 3-8 Social Studies

MI Interim Assessments (continued)

- ▶ Optional
- ▶ Online only
- ▶ Pretest-Posttest initially; after full implementation would like to add a third (mid-year) assessment
- ▶ When operational, may serve as one measure of student growth (educator evaluation)
- ▶ Individual student, classroom, and school/district-level data in near-time
- ▶ No scoring costs expected

MI Interim Assessments (continued)

- ▶ Provide students with practice taking online assessments with Michigan's online delivery system
- ▶ Develop familiarity with online tools, features, and item types
- ▶ Build online test-taking skills prior to summative, online assessments in Spring 2015

Online Tools

Basic tools depending on grade level and content area:

- ▶ Pointer
- ▶ Cross off
- ▶ Highlighter
- ▶ Magnifier (1.5x and 2.0x)
- ▶ Line Guide
- ▶ Periodic Table (middle school and high school science)
- ▶ Sticky Notes
- ▶ Calculator
- ▶ Text-to-speech (summative now, adding to Interims)

Assessment Terminology

- ▶ Technology-*enabled* items—Use online media (e.g., sound, reader) in the presentation of the passage or item(s).
- ▶ Technology-*enhanced* items—Use technology to enhance the way that the student responds to the item (specialized interactions with the item as part of the response), rather than a traditional multiple choice response format.

K-2 MI Interim Assessments

- ▶ Kindergarten and 1st grade ELA and Mathematics items and passages are technology-enabled
- ▶ Majority of 2nd grade items are technology-enhanced (less than 10% are traditional multiple choice questions)

K-2 MI Interim Assessments

- ▶ Color graphics
- ▶ Human readers/audio
 - Male and female
- ▶ Larger font size than grades 3 and up
- ▶ When appropriate, include “context” in item to increase interest and provide meaning
- ▶ No scrolling
- ▶ S14 Pilot
- ▶ F14 Field Test

Additional K-2 Considerations

- ▶ Item stem includes direction on what student is required to do for each technology-enhanced (TE) item type
- ▶ Fine motor skills impact K-2 student performance on TE items
 - Use of mouse
 - Hotspot size and location
 - Precision

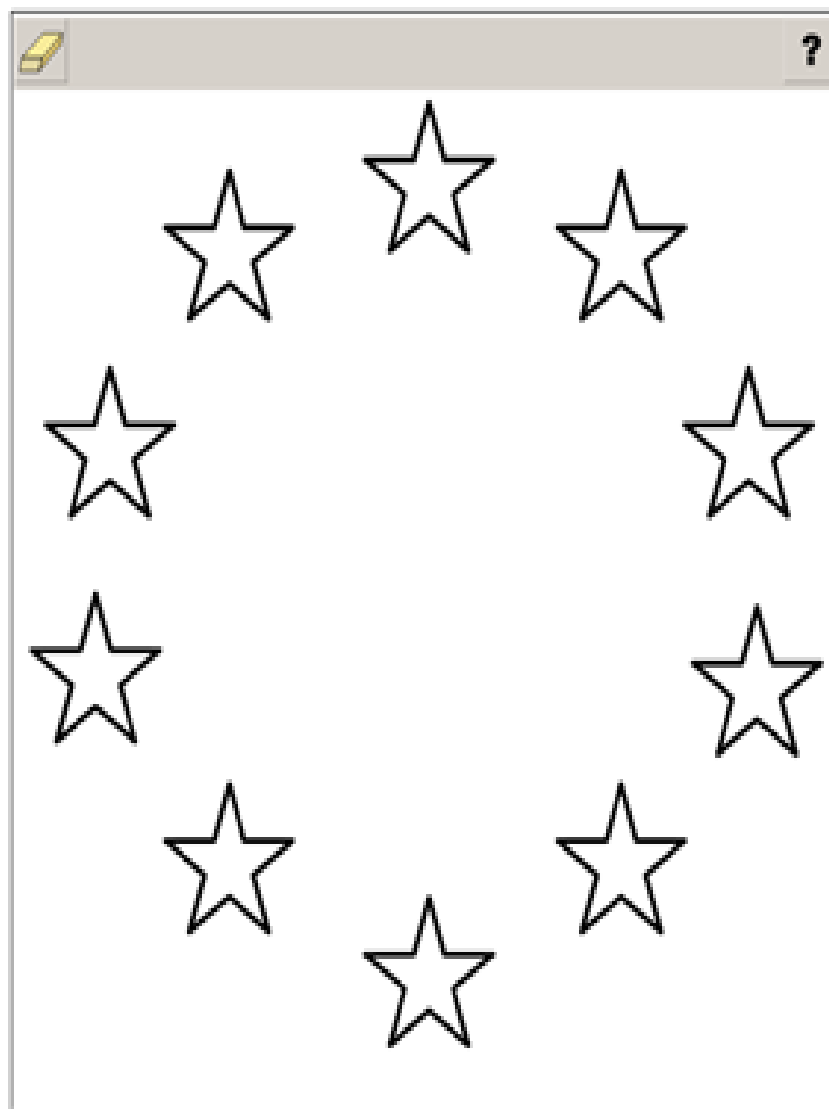
Additional K-2 Considerations

- ▶ It is critical at all grade levels that students be comfortable with technology in advance of the test, and to learn how to use specific elements (item types, tools) that they will see on the test.
 - Suggestion by teachers that technology instruction be integrated into the curriculum at all grade levels
 - *“Students need to have experience with this type [of item] before the assessment. They need to know the differences between games and instructional/assessment purposes.”*

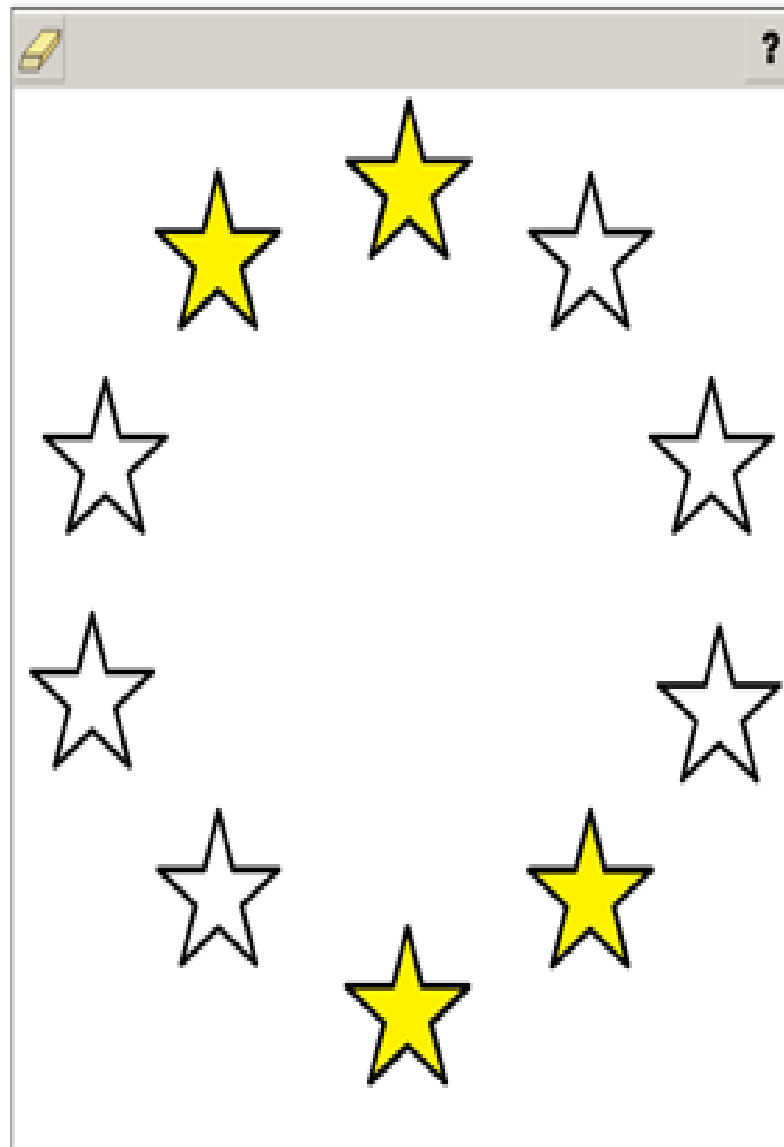
Technology-Enhanced Item Types

- ▶ Drag and drop
- ▶ Select text
- ▶ Select object
- ▶ Hotspot highlighting (color fill)
- ▶ Matching
- ▶ Select Response
- ▶ Drop down

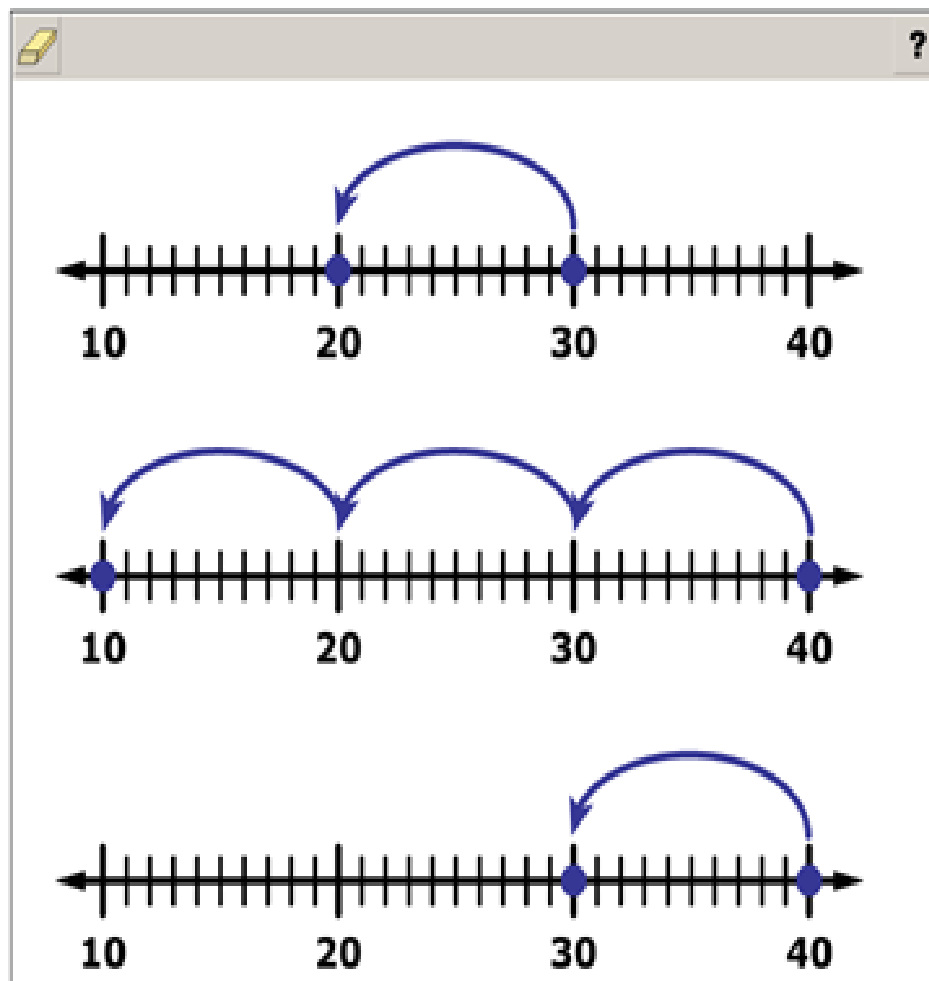
Count 7 stars. Click on each star as you count it.



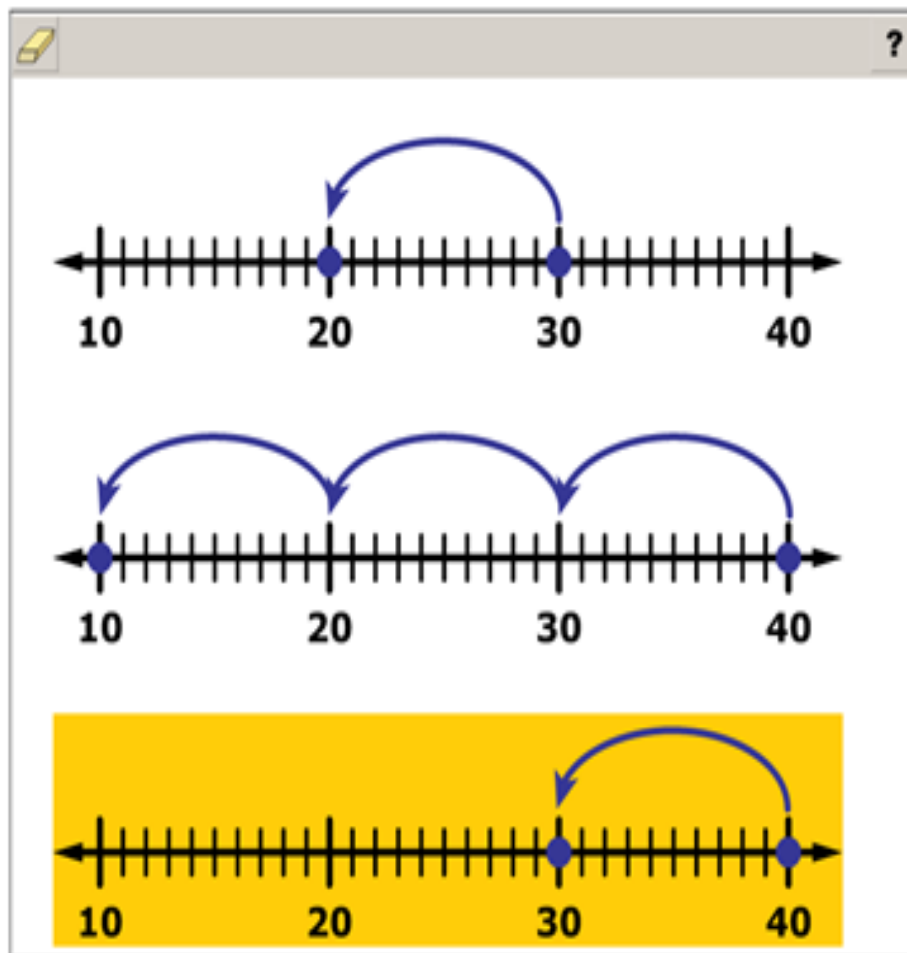
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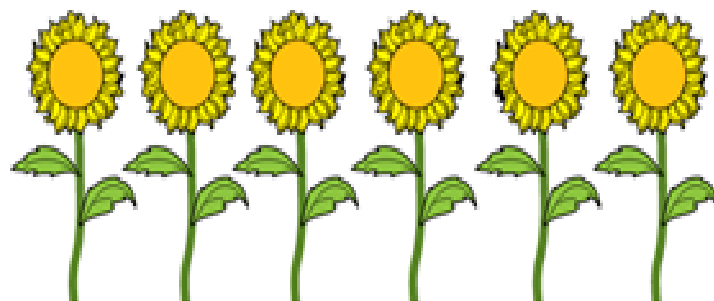
Henry has 40 pieces of paper. He gives 10 pieces to his friends. Click on the number line that shows how many pieces of paper Henry has left.




Henry has 40 pieces of paper. He gives 10 pieces to his friends. Click on the number line that shows how many pieces of paper Henry has left.



Move the word that **best** tells about the picture onto the line.





?


The _____ grow in the yard.

flower

flowers

Move the word that **best** tells about the picture onto the line.



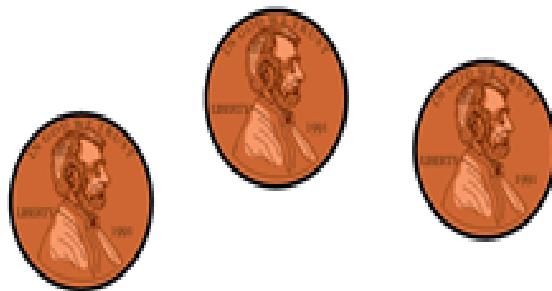



?

The flowers grow in the yard.

flower

Mary counts 68 pennies. Then she counts 3 more. Move numbers to the lines to show how Mary counts 3 more pennies.

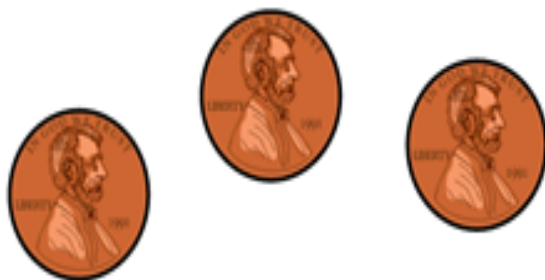



 ?

68, _____, _____, _____

71 17 70 69

Mary counts 68 pennies. Then she counts 3 more. Move numbers to the lines to show how Mary counts 3 more pennies.



 ?

68, 69, 70, 71

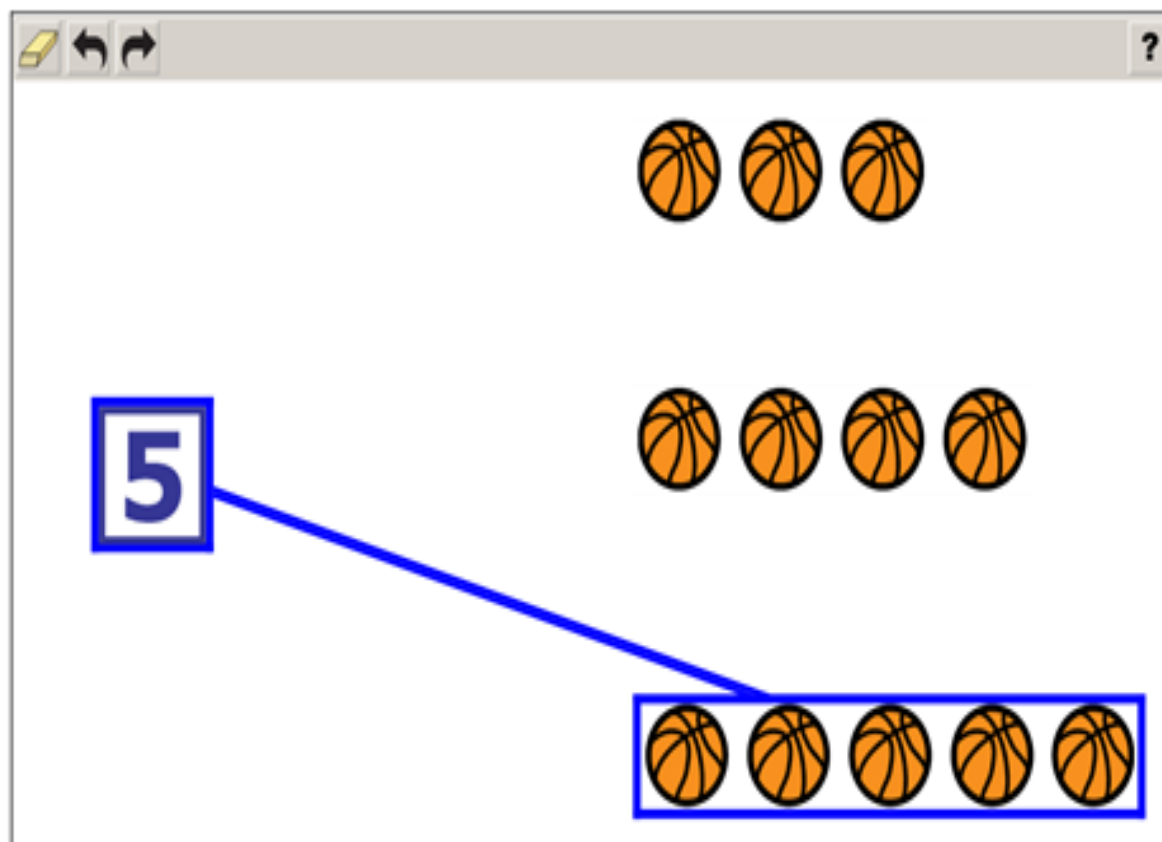
17

Match the number 5 with a group of 5 basketballs. First click the 5 on the left and then click the group with 5 basketballs on the right.



The interface is a rectangular window with a light gray header bar. On the left side of the window is a large blue square containing the white number '5'. On the right side are three horizontal rows of orange basketballs. The top row has 3 basketballs, the middle row has 4 basketballs, and the bottom row has 5 basketballs. The header bar contains three icons on the left: a yellow eraser, a black left-pointing arrow, and a black right-pointing arrow. On the right side of the header bar is a small gray square containing a black question mark.

Match the number 5 with a group of 5 basketballs. First click the 5 on the left and then click the group with 5 basketballs on the right.



Challenges of Online-Testing

- ▶ Students who are blind, low vision, or have motor impairments have difficulty with some item types typically used in computer-based testing.
- ▶ Michigan is a partner with accessibility consortia looking to develop new technology-enhanced item types for greater accessibility to online testing.

Educator Involvement

- ❑ Item Writing
- ❑ Initial Item Review
 - Bias-Sensitivity Reviewers (BSC)
 - Content Reviewers (CAC)
- ❑ Data Review
 - Bias-Sensitivity Reviewers (BSC)
 - Content Reviewers (CAC)
- ❑ Context Writing and Review (ELA)
- ❑ Standard Setting
- ❑ Range Finding

- Committee Application: www.michigan.gov/baa
 - ⇒ Student Assessment
 - ⇒ Assessment Committee Participation Application
(very bottom of page)

Questions?



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